

FEATURES OF SPEECH COMPREHENSION TRAINING OF CHILDREN WITH AUTISM SPECTRUM DISORDERS

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Abstract. Children with autism have significant difficulties in communication, which negatively affects their further development and socialization. The study showed that the comprehension of speech depends on the intellectual level of development of students, speech development in General, and individual characteristics. The concreteness of children's thinking, its lack of flexibility, and the inertia of neural connections require long-term development of each skill, its retaining in new situations and everyday life. The article presents the results of experimental teaching of speech comprehension development of children with autism according to a special program. Positive learning results let us suggest that children with autism are able to perceive and understand emotions if they are trained for a long period of time. Experimental training aimed at developing the understanding of speech among children with autism has shown that when choosing methods and techniques for working with this category of children, it is necessary to take into account not only autism spectrum disorders, but also the intellectual level of development of students, the speech development, and individual characteristics.

Keywords: autism spectrum disorders; comprehension of speech; communicative activity; severe speech impairment; intellectual disabilities; non-verbal means of communication

One of the conditions for social integration and development of a child is the ability to communicate with others. Meanwhile there is such an important component of communication as understanding the speech of other people. Researchers of problems of communication function of children's speech with developmental disorders – L.Vygotsky, B. Grinspun, E. Ilyin, R. Levin, O. Luria, G. Miller, E. Sobotovich, M. Katzev, etc. revealed a correlation between specific violations and the features of communication, influencing the development of the child's personality.

One of the most prominent categories of children with impaired communication skills are children with autism spectrum disorders (hereinafter – children with ASD) Raudeljunaite and Romeris (2018); D.Suprun, M.Fedorenko (2019); (N.Bazyma, L.Zalanovska, I.Brushnevskya, A.Ivanenko, D. Shulzhenko and etc. (2021); Oksana Boriak, Nataliya Pakhomova, Ivan Okhrimenko, Larysa Odynchenko (2021) and etc.). D. Shulzhenko, Y. Tovkes (2020); N.Bazyma, O.Koropatova, Y.Bondarenko, O.Forostian, H.Sokolova and etc. (2021) revealed that due to the instability of the emotional sphere, concreteness of thinking, children with ASD do not understand the emotions of other people, do not perceive non-verbal means of communication. E. Notbohm (2017) showed the negative impact of specific thinking of children' with ASD on their comprehension of speech with subtext. V. Tarasun (2018) noted that children with ASD have impaired perception of the figurative meaning of words, which affects the formation of a sense of humor. The process of developing impressive speech in autism is also complicated by the presence of severe speech impairment (SSI) or intellectual disabilities (ID). Theoretical analysis of the problems of speech development of children with ASD led us to a detailed study of their impressive speech, the study of the influence of SSI and ID on the understanding of speech by children with SSI in general. After processing the results was compiled a differentiated program for the development of speech comprehension for second-grade students with ASD and SSI, ASD and ID.

Aim of the study: to investigate the effectiveness of a specially developed program aimed at teaching 2nd grade students with ASD and SSI, ASD and ID to understand coherent oral speech, subtexts, non-verbal means of communication.

Components of the training programme:

- Perception and execution of complex instructions;
- Understanding such prepositions as on, under, in;
- Understanding of synonyms, antonyms, homonyms - for children with ASD and ID;
- Perception of slang words and expressions;
- Understanding of phraseological units;
- Understanding of the content of the text you hear;
- Understanding of the gestures;
- Perception and distinction of emotions.

Sections of the experimental program corresponded to the native language program for these categories of children, their age and psychological capabilities. The material gradually became more complex. First of all, children were taught to follow instructions consisting of simple sentences. As they were completed, the instructions were made more complex by using a sentence consisting of two parts and two tasks respectively. Training in the correct perception of prepositions was carried out by using a cube/jar and a drawing of a butterfly or a ball. Students were asked to take a ball (a drawing of a butterfly) and place it in the appropriate

position in relation to the cube (jar). After working on the understanding of these positions, the student was asked to replace the cube with a jar. After mastering the prepositions, the acquired knowledge was reinforced in the subject-practical activity with another item. Differentiation took place with the help of the game "Lotto". Gradually it was suggested to distinguish the two prepositions that were added sequentially. The understanding of prepositions was enhanced while playing a computer game, according to the rules of which you had to click on an object located in the named position. The correct or incorrect choice was confirmed by the corresponding sound signal. When a student learned these prepositions, he was given homework in the form of a schematic image of a box and three balls drawn in the position on, under, in. He had to paint the balls in different colors under the guidance of an adult. Implementation of this task involved a complex instruction.

Possessive pronouns were studied only by students with ASD and SSI, since this material for children with ASD and ID is outside the immediate development zone. Children were asked to look at real objects and models (a chair, a leaf, a pencil, a nut; a book, a candy, a pen, a fork; an apple, a bucket, an egg, a heart; gloves, glasses, pants, cherries) grouped behind generic signs. After that, they were asked to divide them into groups, choosing the words "my" (m.), "my" (f.), "my" (n.), "my" (pl.). Reinforcement of the acquired knowledge took place by using the game "Lotto".

Students with ASD and ID were taught to understand synonyms, antonyms, and homonyms using pictures and computer games. First, students were introduced to the images, then asked to choose words-friends, words-enemies, similar words and explain their meaning. We used a game with already familiar images to reinforced it.

We used images of various situations and objects to get acquainted with slang words and expressions. When we told about events, we illustrated them with the appropriate picture, explaining incomprehensible words. After acquaintance with all the words, children were offered to play a computer game. According to the rules of the game, children had to choose two pictures out of four that corresponded to the named slang. If the choice was made correctly, a pleasant melody played, if not – a short signal of loss.

The study of phraseological units was also carried out using a set of images that helped to familiarize students with new expressions. The gained knowledge was reinforced while playing a computer game. The child was given the task of finding a picture that corresponds to the phraseology. Of the four suggested options, only two were correct. If the choice was made correctly, a pleasant melody played, if not – a short signal of loss.

For teaching students to understand the content of the text they heard, they used stories that were unfamiliar to students with the events depicted in pictures. It was offered to listen to the text, retell it, and answer a few questions. If there were

difficulties, it was offered to examine the images and set them in a logical sequence of events. After that, the students made a second attempt to retell the text or give answers to questions with visual reinforcement.

Further, students with ASD were taught to understand and use gestures in everyday life, in various types of practical activities. To begin with, children were introduced to certain gestures and their images. They looked at familiar situations and selected appropriate gestures, studied the poem with these gestures. Consolidation took place in a computer game, during which students had to look at the image and listen to the depicted event, and then choose the most appropriate gesture. If the choice was made correctly, a pleasant melody played.

The formation of emotions was based on working with photos, drawings, and images of emotional reactions. Students were asked to select all forms of images for the named emotion and reproduce it on their own face. After completing the task, they named the emotion and explained what emotional state it corresponds to. Reinforcement of children's understanding of emotions in various situations occurred in a computer game.

Experimental training was conducted during the school year on the basis of the educational and rehabilitation center of the I-II stages «Trust» Lviv regional Council and the Kamianets-Podilsky educational and rehabilitation center of the Khmelnytsky regional Council. The experimental group consisted of 9 students of the 2nd grade with ASD and SSI (F80.1, F80.2, F81), 10 students of the 2nd grade with ASD and ID (mild degree of intellectual disability).

Parents and specialists who work with these children were involved in the work. At the end of the school year, psychological and pedagogical re-diagnostics of children's understanding of oral speech were performed.

The structure of the classes

Classes were held three times a week for 15 – 20 minutes during the school year. The training had a practical orientation and was conducted in an individual form in a comfortable space with the usual conditions for the child. The first stage of the program was to establish contact, which lasted from a few minutes to several sessions, depending on the individual characteristics of the child. At the same stage, the student was adjusted to work and the formation of motivation for learning. At the second stage, we worked on developing the understanding of children's speech in the sections described above, which are implemented sequentially. The required algorithm was the following: familiarization with new material; performing tasks according to clear, gradually becoming more complex instructions; reinforcement of speech comprehension skills in subject-practical activities and computer games; performing certain tasks in everyday life. During the training, there was a close cooperation of teachers, educators, and parents, who helped to reinforce the new material. Very important was the stimulus that we told the children about at

the beginning of classes. Namely, computer games with musical accompaniment, developed in full accordance with the tasks and stages of training.

Individual features of students during training

Common feature

Second graders with ASD adapted to the work conditions and required stability in certain situations. If third parties were involved in the work, 33.3% of students became nervous. Performing tasks in the classroom also had a low efficiency, and there was a noticeable negativity on the part of the child. The theory supports the fact that students with autism can purposefully ignore information directed at them (Tarasun 2018; Kioutsouki 2019). In our study, 55.5% of student easily made contact and started working from the first lesson. The 33.3% of second graders needed a lot of time to establish contact, so several classes were held in the form of play with children's favorite toys; after that we started studying new material. The 11.2% of children were not ready to work individually and needed the presence of a familiar teacher during training.

The 55.5% of students required an emotional connection with an adult and approval of their actions. The emotional sphere of the children was unstable. Effectiveness of the work depended on the mood of the students. The 22.2% of children with autism were upset because of mistakes, which was expressed in nervous excitement and negativity. The 22.2% of school children needed tactile contact and close cooperation – when they needed to complete certain tasks with objects or pictures, they took an adult's hand and performed the necessary actions with it. It was noted that 11.1% of students with autism did not agree to work with pictures, so all tasks were performed using real objects and computer images. 22.2% of second graders did not touch the proposed images and did not take them in their hands, but made a choice with the help of a glance. When teacher offered to choose an image that he names from the suggestions, the student looked at the desired picture and continue looking until the adult took it. Most students liked working with the computer; for them, it was a significant stimulus to complete a certain amount of tasks. At the same time, some children with autism were too excited after such work, so they worked without using computer games. It was noted that the attention of children with ASD is absent-minded, so it was necessary to repeat the instructions for its purposefulness.

Perception of complex instructions

In the course of training, students with ASD received complex instructions consisting of two parts. When there were difficulties in understanding them, the children received it again, and the second part was supported by a pointing gesture. This assistance has greatly improved the perception. Reinforcement either in school activities and at home helped students understand complex instructions. The schematic image did not improve comprehension, which was confirmed by the theoretical sources. In particular, E. Notbohm wrote about the need to use realistic

images in educational activities (Notbohm 2017). Because of their reluctance to complete tasks, 33.3% of students imitated these actions and demonstrated them in a simplified form. For example at the request: «Come up to Oksana and give her a pencil», the student took a pencil from his desk and pointed in the direction of Oksana. In this case, it is not a question of misinterpretation, but of a lack of desire. Notably there were children who follow the instruction if it was expressed to all students, but the personal appeal was ignored.

Understanding of prepositions

Second-graders with autism did not always agree to perform tasks with prepositions, due to the specificity of their thinking and perception of the situation. For example, 22.2% of students refused to put a butterfly drawing under the cube, fearing that the insect would die under it (even though it was its image). Learning new prepositions, students needed an example of how to use them. Children did not transfer the acquired knowledge to a new situation. For example, after reinforcement of prepositions in tasks with a cube, replacing it with a jar was not perceived. Students could not follow already familiar instructions with another subject, and demanded the return a familiar cube. However, after repeating the actions with the jar, students correctly performed all the suggested actions, which indicated that they had learned the appropriate preposition. We noticed that the perception was also affected by intonation. Students followed the instructions better if the preposition was emphasized with the voice.

The perception of the subtext

At the beginning of the work, students with ASD perceived only the direct concrete meaning of speech, which was confirmed theoretically (Kalmykova and Kharchenko, 2018). During the training, second-graders with autism learned the meaning of slang words and expressions, but it took a lot of time to retain the studied material in various forms. In the process of reinforcement what was learned in the group, one of the students gave answers to questions asked by his classmates. At the same time, he did not look for an answer to his question and did not show a desire to work individually. The 22.2% of students with autism combined the slang word «Cool» with a gesture that they learned a little later (fingers curled into a fist and thumbs up). This combination was initiated by children and was easy to perceive. One of the students understood and correctly used all the proposed slang words and expressions if was suggested an example of a situation from her life for it. When was suggested an event that did not concern the student, she could not find the appropriate slang word. The student could not transfer her knowledge to an unfamiliar situation. At the same time, if a new and unprocessed event concerned her life, she performed the tasks correctly.

Children learned phraseology better in practical everyday situations that were created specially for that. This way of working helped students with ASD learn new material. Another peculiarity of the study was also the lack of understanding

by one of the students of the expression: “Get a grip on yourself.” However, when a classmate was very nervous and the teacher addressed her with this phrase, he came up to her and said “I know”. Then he closed his eyes and began to take a deep breath and a smooth exhalation. This situation demonstrated that a student can understand familiar phraseological units in everyday life, if they are trained in a purposeful manner. One of the students had a peculiar understanding of the expression “Zip the lip”. When the teacher said “Zip your lips”, the second-grader stopped talking. However, when communication was necessary, the student refused to utter a word, and no persuasion worked. Only when the teacher said “Please, unzip your lips” – the student began to speak.

Understanding of the texts

For second graders with ASD working with texts was interesting. Individual students performed tasks quite interestingly. When the text was read to them, the students went about their business (manipulating a pen, drawing on a piece of paper, singing a song), it seemed that they were not listening. However, they gave correct answers to questions about the text, and arranged the images in a logical sequence. There were students who needed constant support and approval of their actions: when choosing a picture, they continued their actions only after the adult’s reaction or they performed the necessary actions and touching the adult with one hand. If there was a need, after correctly establishing the sequence of events in the text by using images, to repeat the performed actions some of the students refused to do it. They continued working only if the text was changed. Individual students did not complete tasks, but if they were given pictures before reading, they set the order of events during listening and did not wait until the end.

Peculiarities of perception of nonverbal means of communication

Familiarization of students with emotions was fast and effective. Most children quickly learned all the emotions and correlated photos and images with them. Difficulties arose in the perception of schematic images, students with autism needed realistic pictures. Students tried to repeat certain emotions on their own face, then touched the face of an adult, inviting to do the same. After several classes, one of the students started making faces, using emotional expressions that did not correspond to the situation during classes.

Most children became familiar with gestures by repeating them after the teacher, and did not understand when to use them on their own. Students liked to work with the poem, they were happy to repeat the necessary movements and individual words for several times. However, the entire verse was not learned by any of the students and individual lines sounded like echolalia. It was noticeable that students used gestures (shrugging their shoulders, fingers curled into a fist and thumbs up) during lessons and in everyday activities. In particular, during the lesson, a student used a shrugging his shoulders when the teacher asked where was his notebook.

Results and discussion

Perception of complex instructions

After the experimental training, 77.8% of students with ASD and SSI began to understand complex instructions. At the same time, 33.3% of second graders understood the instructions, but did not show a desire to follow them. For example, at the request “Get up from the chair and jump” – students stood up imitated the jump, made attempts to stand up and showed the jump gesture. The 11.1% of students showed that they had difficulty in understanding complex instructions by following only the second part of the instruction. The 11.1% of children did not complete the task at all. We will continue to work in this direction.

Only 30% of second-graders with ASD and ID completed all the proposed complex instructions. Of these, 10% of the students, when they heard: “Take a pen and put it on the book”, completed the task and immediately began to draw with a pen on the book. The 70% of respondents correctly perceived only one of the proposed parts of the instructions. Students, as well as students with ASD and SSI, followed instructions that did not require much effort; and they wanted that the instructions were repeated. In general, students from a complete lack of understanding of complex instructions moved to their partial perception, which is a significant progress for this category of children over such period of training. The results confirm that complex instructions can be easily understood by children if they are repeated and accompanied by gestures. But in order to avoid difficulties at the lessons, it is still advisable to use simple and clear instructions with the help of familiar actions.

Understanding of prepositions

The 33.3% of second-grade students with ASD and SSI learned all of the suggested prepositions. The 55.5% of respondents correctly perceived only some, in particular: 55.5% of schoolchildren understood “on”, 33.3% of children – “in”, 11.2% of children – “under”. Only 11.2% of respondents did not give any correct answers, in particular, they confused “on” and “in”, “in” and “under”. 10% of second graders with ASD and ID correctly perceived all these prepositions. 60% of students made a lot of mistakes and did not understand prepositions well enough. Another 10% of students completed tasks according to the example, although they were nervous and showed reluctance to follow the instructions. 20% of children did not perform these actions and did not accept help. Obviously, there is a positive dynamic in understanding prepositions. At the same time, all children with ASD need to increase their work time and reinforcement of skills in everyday activities, which is due to the peculiarities of their thinking, interaction of the 1st and 2nd signal systems.

Peculiarities of understanding pronouns

All possessive pronouns were understood by 33.3% of students with ASD and SSI. Another 33.3% of respondents made one mistake. One correct answer was

given by 16.7% of the students, easy for their understanding was the possessive pronoun “my(m)”. The 16.7% of second graders did not give any correct answers or refused to complete tasks at all. Before training, students with ASD and SSI performed the appropriate tasks only with the help of an adult, after training they started doing that on their own, which indicates a positive dynamics.

The perception of the subtext

The 50% of children with ASD and ID have mastered the understanding of synonyms. Another 30% of respondents completed the task with the help of a teacher, not always accurately explaining the meaning of words. The 20% of students did not perceive synonyms. 20% of respondents correctly learned the antonyms, 10% of which showed the desired images with their glance. Some children, do not understand the task, chose a suitable noun instead of an antonym for the adjective, for example: “Cold-tea”, “Young-grandfather”, “Cheerful girl-boy”, but after clarifying the questions, students named the antonym. The 30% of respondents often made mistakes and could not always find the right answer, 50% of students did not follow the instructions, repeated the mentioned words instead of searching for antonyms. Homonyms are accessible to 50% of respondents. The 40% of students confused individual words, 10% of respondents refused to complete the task. So, second-grade students with ASD and ID learned to perceive and understand groups of words by their meaning. Our experience has shown the need to increase the time of study. At the same time, before the experiment, children did not understand antonyms and synonyms, so the result is significant for the development of children’s speech and their further learning.

Of the proposed slang words and expressions, 66.6% of students with ASD and SSI correctly perceived “Very cool” and correlated it with a gesture, 11.1% of students – “Bummer”, 55.5% of second graders – “Cam” for photo camera. This shows significant progress compared to the primary study. Slang remained inaccessible to 100% of students with ASD and ID. These results confirm the peculiarities of thinking of children with ID which are described in special psychology. The 55.6% of respondents with ASD and SSI correctly demonstrated all the named phraseology, 11.1% of respondents understood the subtext of only one phrase “Zip you lips”, 33.3% of students did not give a single correct answer. We checked the understanding of one of the proposed phraseological unit in a practical situation. During the entire session there was a zipper on the table. During work, when students talked a lot, they were told to “Zip your lips”. The 11.1% of respondents closed their mouth with both hands and stopped talking; 33.3% of students took the zipper and put it close to their mouth, or to the mouth of the teacher; 55.6% of respondents looked surprised, continued the conversation and repeated “zip”. The results of training demonstrate the ability of second-graders with ASD and SSI to learn the hidden meaning of words and expressions under the condition of long-term purposeful learning based on the life experience of students.

Students with ASD and ID began to learn the phraseological units partially. The 30% of respondents showed knowledge of two expressions out of the proposed three, while choosing only one of the correct answers. The 20% of second graders understood only one of the three suggested phraseological units, and also chose only one correct answer, 50% of respondents did not understand what they heard and perceived the direct meaning of expressions. Therefore due to the specificity of thinking the perception of subtext for them remains inaccessible. However, students learned to find familiar images in a practical situation, while before training, they did not understand phraseology units at all. We consider this as a confirmation of the correctness of the work we did.

Understanding of the texts

While working with the text, 33.3% of second graders with ASD and SSI correctly perceived it. This is confirmed by the correct answers to the questions. Some children gave inappropriate answers. The 55.6% of respondents did not give an answer, but they put the images in the correct sequence, which also demonstrates the possibility of correct understanding of the text by children with SSI. The content of the text was understood by 20% of students with ASD and ID and they answered the questions independently. The 30% of students set the correct sequence of events using visual support, of which 10% of respondents needed help in the form of short questions. The 10% of students set images in reverse order. Another 40% of second graders did not understand the text they heard. So, children with ASD and SSI have difficulties in fully understanding of the text. However, they perceive and reproduce a logical sequence of events, which is an indicator of the feasibility of training. At the same time, students with ASD and ID need help during the establishment of a sequence of events, which indicates that they have a lack of logical thinking and unformed ability to establish cause-and-effect relationships. Working on understanding of the complete text will be a component of further correction.

Peculiarities of perception of nonverbal means of communication

Emotions were correctly perceived by 55.6% of second graders with ASD and SSI. Of these, 11.1% of respondents supported the task with their own emotional response. Images and right emotions for the situation they heard were selected independently. The 11.1% of students completed the task partially, with accepting the help of a teacher; the emotion of surprise was duplicated on their own face. The 33.3% of students did not understand the task and did not complete it. The 30% of students with ASD and ID understood the suggested emotions. 30% of students partially understood them, in particular emotions of joy, fear, anger. Emotions of sadness, grief, and surprise were difficult for recognition. The 40% of respondents did not complete the task, 20% of them said that they were tired and therefore refused to work. Thus, the perception of emotional responses by second-grade students with ASD is in the zone of their closest development, which is confirmed by

noticeable progress in learning. Positive learning results let us suggest that children with autism are able to perceive and understand emotions if they are trained for a long period of time.

There was also a positive dynamics in the training of non-verbal means of communication. The 33.3% of respondents with ASD and SSI correctly completed the task that requires choosing a gesture to the situation. Of these, 11.1% of students constantly doubted and demanded simplified questions, watched the teacher's reaction. The 33.3% of respondents completed the task using the help of a teacher, 33.4% of second graders did not understand what gestures they used in a particular situation. During the implementation of all these tasks, 22.2% of students used separate gestures, and 11.1% understood the meaning of the task better using non-verbal means of communication. Gestures were clear for 20% of second-grade students with ASD and ID, of which 10% commented on the applause – “Excellent” and raised thumbs up – “Good”. The 30% of the respondents needed help in completing tasks, and their understanding of non-verbal means was partial, when 50% of respondents did not understand the suggested gestures. So, nonverbal tools are available to children with autism and can be additional positive stimulation for them.

Conclusions and summary

The training program has helped students with autism significantly improve their understanding of oral and non-verbal speech. The results before and after the experimental training is shown on Figure 1, 2.

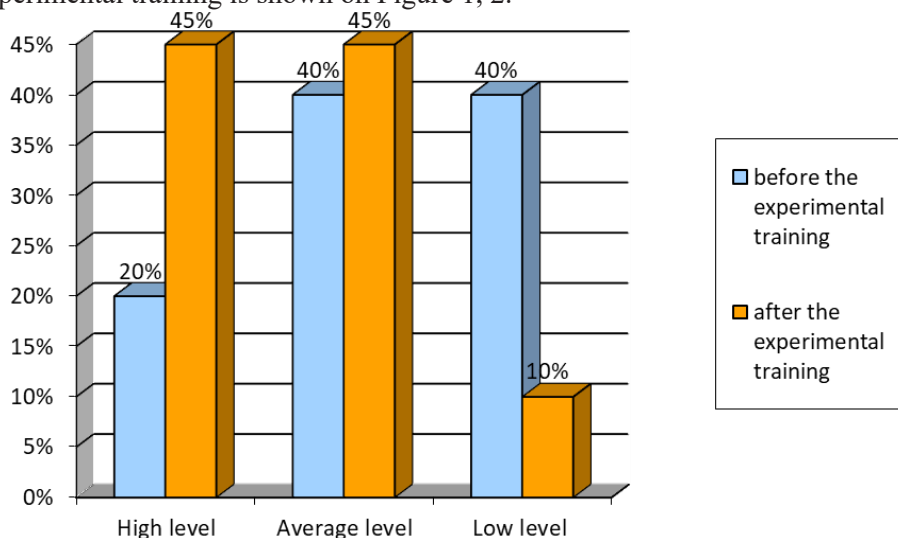


Figure 1. Speech comprehension levels of children with ASD and SSI

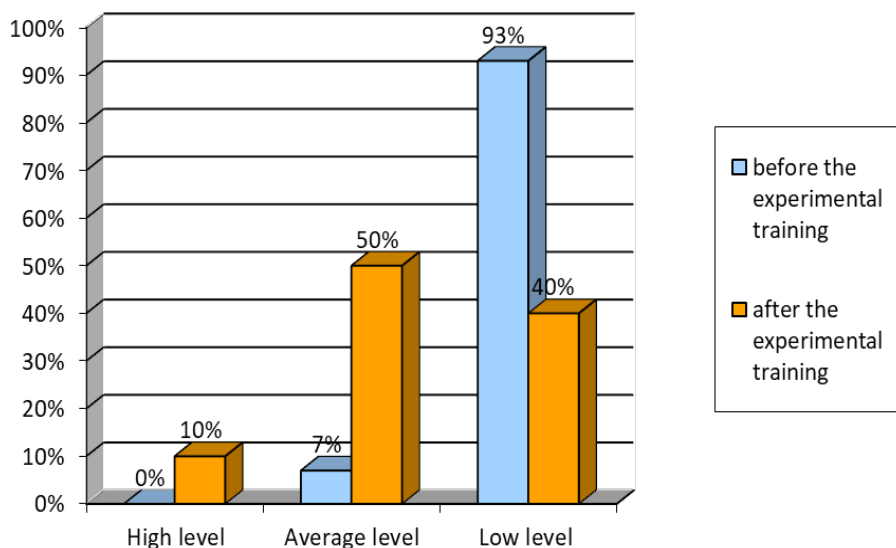


Figure 2. Speech comprehension levels of children with ASD and ID

Gestures and emotions that students do not always perceive in everyday life have become accessible and understandable to a certain extent. During the study, certain peculiarities were observed. In particular, children with autism had noticeable difficulties in switching from one action to another, in transferring the learned skill to a new situation, which indicates the specificities of thinking and lack of its flexibility.

Second-graders with autism were not always able to transfer their knowledge into independent practical activities and often needed help. If the received skills were not used for a while, they were lost. Special attention should be paid to learning the new material, as students with autism quickly forgot everything that did not pass to the level of automatism. This may be due to the rapid damping of nerve connections and inertia of nerve processes.

Students with ASD did not perceive schematic images well, much easier for them were managed with realistic illustrations. Working with computer games stimulated children to perform the suggested tasks and helped to reinforce new knowledge. Also, children with autism sometimes demonstrated knowing of new material not immediately, but after a certain time, which is again explained by the inertia of their thinking.

Children learned better when they were taught individually. When other people were present at the lesson, students tried to attract attention to themselves using various methods (by aggression, actions with negative consequences, physical contact with an adult, shouting, etc.). Work of visual memory was dominated, so

a quick recap of the familiar and proven action was not an indicator of successful learning.

Children with autism have certain difficulties with understanding meaning of gestures, so they need proper and targeted comprehensive training. It is noteworthy that the gestures that are used in the environment of the child, they learn spontaneously. This is an indicator for creating appropriate situations for using gestures in order to learn them successfully. The result of successful assimilation of non-verbal means of communication is their further use in the educational process. Nonverbal means of communication also help to attract attention or improve the understanding of oral speech by children with ASD.

For this category of children, the subtext is difficult to master. But since in everyday life children often have to deal with the need to understand the subtext, there is a need to master this skill. Our research shows that long-term training with the use of the acquired knowledge gives a positive result.

If the instructions are clearly formulated, second-graders perceive and understand complex instructions in a subject-practical situation.

Students with autism understand how the main emotions of a person are transmitted, and are able to master the ability to perceive them correctly.

So, experimental training aimed at developing the understanding of speech among children with autism has shown that when choosing methods and techniques for working with this category of children, it is necessary to take into account not only autism spectrum disorders, but also the intellectual level of development of students, the speech development, and individual characteristics. The specificity of children's thinking, its lack of flexibility, and the inertia of neural connections require a long-term development of each skill and organization of its reinforcement in everyday life. At the same time, improving the understanding of speech is a condition for increasing the level of communication of the child, his success in learning and full socialization.

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